REPORT

WEST VIRGINIA STATE SCHOOL FOR THE BLIND

Romney, West Virginia

FOR THE YEAR

1919 '20

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PRINTING-OFFICE
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INTRODUCTION

Some years ago when this institution was under the direction of its own board of directors, it was the custom to issue at regular intervals a report of its activities, both educational and financial. For several years past this institution has been under the business direction of the State Board of Control, and its regular biennial report, embodying the superintendent's professional report and that board's business and financial report relating to this institution, has appeared in the Biennial Report of the State Board of Control issued at Charleston. Only at irregular intervals and on special occasions has a supplemental report of a more special nature been issued from the school itself. In the line of this latter special report this book of information is issued. We trust it may prove a source of information and value to both our patrons and interested friends.

It is a source of satisfaction that those who were former students in this school have, for the most part, gone out into life and made a success in their special lines of endeavor. Very few indeed of the 451 students who have attended the West Virginia School for the Blind since it was founded in 1870 have proven other than thrifty members of society in their home communities, and we believe none has ever had occasion to regret the time and effort spent in training here. It is the aim of the school to train its pupils for the active and usual walks of life, fitting its endeavors to the circumstances that are peculiar to the problems of such an institution. We would invite your personal consideration of the large measure of success that has attended these efforts here, and at the same time hint at the large field for future advancement and further improvement. With the extended period that pupils may be in attendance here, the liberal provisions for the maintenance of pupils, the prospects for the complete separation of the School for the Blind from the School for the Deaf, and the present comprehensive but just attendance law, it would seem that the near future should witness the accomplishment of a progressive program that has been the hope of its more aggressive friends for many years.

This report booklet will show the different lines of school work that are offered in the literary, musical and industrial departments of the school as it is now organized. The illustrations will be of interest in giving a clearer and more definite idea of how the work is done by pupils and instructors on the ground. While we believe that the standard of work done with the equipment and facilities now available is of a high order, we are encouraged to look forward to the time when the School for the Blind shall have been evolved further along the new lines mapped out for it. Undoubtedly the separation of the two schools here will be of great advantage to both in giving more room for school work and in allowing each to follow more easily the special organization suited to its interests. A group of new buildings constructed on the modified cottage plan will add much to the comfort and happiness of the children and officers. When further growth and good fortune shall bring a new gymnasium with complete equipment of its kind, a new and modern shop building and equipment, an ample atheltic field and a school building properly designed for all lines of class work, then evolution of the School for the Blind will be well along toward the goal now mapped out for it. Such advancement in material lines should be the natural outgrowth of the cautious and well directed efforts of the years gone by. New conditions and additional advantages will bring new opportunities, and the future, like the past, will have a clearer field for growth. With this view of the situation we are pleased to present herein a report of the School for the Blind as it is now organized and conducted.

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PRINCIPAL'S REPORT

Mr. F. L. Burdette, Superintendent:

I have the honor of submitting to you this report of the progress of the work in the West Virginia State School for the Blind for the 1919–'20 session.

Literary Department

		GIRLS	BOYS	
PUPILS ENROLLED	First Grade	6	10	
	Second Grade		3	
	Third Grade	4	5	
	Fourth Grade	2	8	
	Fifth Grade	3	4	
	Sixth Grade	3	4	
	Seventh Grade	6	6	
	Eighth Grade	1	3	
	First Year High School	2	2	
	Second " " "		3	
	Third " " "	1	2	
	Fourth " " "	1	1	
		29	51	
	Special	1	1	
	Total	30	52	82

The work done in this department during the school term has, in the main, been very gratifying. Although our work has, at times, been disturbed by sickness and other causes of an unavoidable nature, the diligence and energy displayed by both pupils and teachers have made it possible to cover practically all the work prescribed in our course of study.

While the work of our school is divided into three principal departments, Literary, Musical and Industrial, we consider the literary course of first importance to our average pupils. As we proceed with this report, however, it will be seen that the other departments are so stressed that it is somewhat difficult to determine just which has the best of it in the order of prominence.

Office and Supply Room

Reading Numbers with Taylor Slate, Embossed Type, Writing

The compulsory school law, applicable particularly to the deaf and the blind of the state, has brought in a goodly number of pupils this year, who have been absent from the school for some time or who have never attended any school before. We have some eighteen boys and girls with us this year of the latter classs, some of whom should have been in school ten years ago, and their progress has been necessarily slow. However, there is not a case where the boy or girl has not been able to learn to read the embossed type used by the blind and all have been able to learn to write with the slate and stylus to some extent and some very well indeed.

NEW PUPILS

There have been several systems of embossed type in use in the schools for the blind in this country and England and for many years an attempt to unite on one was unsuccessful. Three years ago the Uniform Type Committee recommended that the Revised Braille be adopted for the use of the blind throughout the English speaking world. Their recommendation has been adopted and all schools of this kind are now changing their type to that of the Revised Braille. Our school has taken it up in the lower grades and the new books purchased as time goes by will be in this type, although the more advanced pupils will continue to study the type with which they are already familiar, until the New York Point books are worn out. The Revised Braille will advance in the school as the pupils who have learned it advance from year to year. Many of our older pupils, however, have taken advantage of their opportunity and have learned the new system already.

CHANGING TO THE BRAILLE SYSTEM

About 90% of the pupils made the average of at least 70% in each subject carried and passed to a higher grade at the close of the year. Four pupils finished the course prescribed for the Grammar School grade and will enter high school next year and there were two graduates from the high school course.

PROMOTIONS AND GRADUATION

Not underestimating the valuable training obtained by those who have the opportunity of holding membership in literary organizations, in connection with the regular literary training this school has two regularly organized literary societies. The Columbian Literary Society, the membership of which

SOCIETIES

consists of all the older pupils in the school, holds two meetings each month, one of which is a business meeting. Opportunity is had at this time for instruction and practice in parliamentary law and its application. The fact that there is an election of officers each month gives a large number of our pupils experience in performing the duties of the different offices during the year. On the third Saturday of each month a meeting open to the public is held, at which a prepared program is rendered. These programs consist of readings, recitations, dramatization, original compositions, music, debates, etc. The Junior Literary Society, the membership of which consists of the younger children, is conducted along the same lines as that of the older pupils, and holds its open meeting with a program on the fourth Saturday of each month. In addition to the formal programs given by the school during this year's session, fourteen programs have been prepared and rendered by its societies during the year, under the direction of the faculty.

SPECIAL DAYS

Since it is not practicable for our pupils to go to their homes for special day observances, everything is done at the school to make those occasions profitable and enjoyable to them. Special programs were prepared for Washington's birthday, Thanksgiving day, Christmas time and Easter Sunday, which were enjoyed by many persons from the town and surrounding community.

SOCIALS

Our pupils being very socially inclined, they always enjoy to the fullest extent the parties that are given to them from time to time as the year progresses. Special socials were given to the juniors and seniors during the year on Hallowe'en, Thanksgiving, Christmas and Washington's birthday anniversary; the juniors' parties being held in the afternoons from three-thirty to five-thirty o'clock, and the seniors' in the evenings from seven-thirty to nine-thirty o'clock. In additoin to these, an informal social half-hour is given to the pupils on Friday evening of each week after the study hall period, from eight-thirty to nine o'clock. In accordance with the usual custom, our annual picnic was held in June in the grove at the institution farm. Probably there is no other event of the year that is looked forward to with so much anticipation of genuine pleasure as is this outing. An afternoon in the open, filled with plenty of exercise to whet the appetite, followed by

a fine picnic supper, is something calculated to form a climax to all the other pleasant experiences of the school year.

One of the things to which special mention is due is the fine spirit evidenced by our pupils relative to the work of the school, and their loyalty to each other. While the maintenance of strict supervision and encouragement is necessary at all times, the results obtained are very encouraging. The Roll of Honor has contained the names of a large percent of the pupils each month during the year, and this means that the pupil whose name appears thereon has received a grade of 100% in conduct and has been diligent in all class work.

HONOR ROLL

At all times the spiritual welfare of the pupils is diligently sought. Every morning the student body and teachers are assembled before the class work begins for chapel exercises, which consist of scripture reading, the singing of hymns and prayer. The Sunday exercises begin with church service conducted in the school auditorium, followed immediately by the regular chapel exercises during which the Sunday School lesson is read and discussed. The pupils then pass to their different class rooms where their regular teachers continue the teaching of the lesson in detail. The town of Romney supports five different churhes and the pupils are encouraged to attend either morning or evening services when the weather will permit. Each of the denominations has extended every courtesy to the pupils of this school, which is highly appreciated.

RELIGIOUS EXERCISES

A general meeting of all teachers has been held monthly during the year, at which the superintendent has presided. Topics bearing on teaching in a general way have been discussed in detail, and much benefit has been derived by all from this association. Principal's meetings have been held on Friday afternoon of each week, attended by the teachers of literary subjects. Much benefit has been derived from the discussion of matters pertaining particularly to the work of this school and its problems, at these meetings. Also, the Sunday School lesson for the following Sunday has been studied at these meetings.

TEACHERS' MEETINGS

Musical Department

In this department, as in the literary department, the em-

bossed system of musical notation has been changed from New York Point to Revised Braille, which occupied considerable time during the year. However, the older pupils have a working knowledge of the new system which will be very advantageous to them as they continue their musical studies. Although the music in Revised Braille notation in our library is quite limited as yet, what we have is of the highest order, including etudes and pieces from many of the great writers for the piano, so that our pupils are given the opportunity of learning the best grade of music. Practically all the pupils in the school have an opportunity of doing some work in music in one or more of the three divisions of the musical department, which are piano, violin and voice.

While we consider the piano the basis of our musical instruction, we have been somewhat handicapped in this division during the year by not having a sufficient number of pianos available for regular practice. The new Virgil Clavier, which was purchased early in the term, has been of great service in teaching beginners the location of keys, and since its action can be regulated to a light or heavy touch, it is valuable in developing the strength of the hand. I would recommend that two new pianos be furnished to this department for use during the coming year.

ENROLLMENT OF PUPILS

Piano—Girls	Boys	Violin Girls	Boys
19	33	2	5

Voice—Individual Lessons		Boys' Glee Club
Girls	Boys	Boys
4	5	8

Senior Chorus		Junior Chorus	
Girls	Boys	Girls	Boys
15	26	14	18

Total number of pupils in all divisions and organizations during the year, 149. Following is a list of the numbers studied by the different organizations in the voice division during the year:

Junior Chorus

His Buttons are Marked U. S. ..... *Bond*
October's Party ..... *Churchill-Grindell*
Marching Song ..... *W. B. Olds*
Hickory Dickory Dock ..... *Gaynor*
Jack O' Lantern ..... *Gaynor*

Piano from Braille Notation

Piano Tuning

Points of View ..... *Koogle*
Thanksgiving at Grandpa's ..... *Churchill-Grindell*
Thanksgiving Day ..... *Conrade*
To Santa Claus ..... *Conrade*
Christmas at Grandma's ..... *Koogle*
Christmas Song ..... *Root*
Santa Claus is Coming ..... *Churchill-Grindell*
Over the River ..... *Conrade*
New Year's Song ..... *Churchill-Grindell*
January ..... *Conrade*
Eskimo ..... *Gaynor*
Calendar Song ..... *Conrade*
Boys May Whistle, Girls Must Sing ..... *Fillmore*
Chop It Down ..... *Marie Irish*
Our Beloved Washington ..... *Marie Irish*
Flag Song ..... *Koogle*
First Flag ..... *Atkinson*
Little George Washington ..... *Churchill-Grindell*
When Visitors Come Round ..... *Eldridge*
Lady April ..... *Churchill-Grindell*
Pussy Willow ..... *Churchill-Grindell*
April Showers ..... *Churchill-Grindell*
The Daisy ..... *Churchill-Grindell*

Sacred

Ring Easter Bells ..... *F. W. Peace*
Starbeams Gleaming ..... *Yale-Hall*
Easter Has Come Again ..... *Yale-Hall*
Resurrection Morn So Fair ..... *Tullar-Lerman*

Senior Chorus

My Own United States ..... *Stange-Edwards*
King of the Ages ..... *Verdi-Arr. Judson*
Welcome New Year ..... *Churchill-Grindell*
The Rose of No Man's Land ..... *Caddigan-Brennan*
God Be With Our Boys Tonight ..... *Sanderson-Arr. Gatlan*
Washington's Birthday ..... *Churchill-Grindell*
The Old Guard ..... *Arr-Veazio*
Oh, Italia, Italia, Beloved (From Lucrezia) ..... *Donizetti*
Gypsy Chorus (From the Bohemian Girl) ..... *Arr. Veazio*
Silvery Christmas Bells ..... *Randellar*

Sacred

The Triumph Day ..... *Yale-Hall*
No Shadows Yonder (From the Holy City) ..... *A. R. Gaul*

Hymns Learned by School

Keep the Heart Singing ..... *Gabriel*
Saved ..... *Scholfield*
Nearer My God to Thee ..... *Adams-Mason*
Abide With Me ..... *Lyte-Monk*
Truly Thankful ..... *Koogle*
Count Your Blessings ..... *Excell*
Away in a Manger ..... *Anon*
O, Come All Ye Faithful ..... *Oakley-Reading*
Saved By Grace ..... *Crosby-Stebbins*
Building, Daily Building ..... *Meredith*
Scatter Sunshine ..... *Excell*
Heavenly Sunlight ..... *Zelley-Cooke*
Growing Dearer Each Day ..... *Gabriel*
True Hearted, Whole Hearted ..... *Havergal-Stebbins*
Scattering Roses ..... *Miller-Judfind*
Only a Smile ..... *Ackley*

Boys' Glee Club

On the Road to Home, Sweet Home ..... *Kahn-Van Alstyne*
Aloha Oe ..... *Arr. Earle*
Down by the Old Mill Stream ..... *Taylor*
April and November ..... *Old Melody*
Carry Me Back to Old Virginny ..... *Bland*
When a Maid Comes Knocking at Your Heart *Opera. Sel.*
..... *Friml*
The Fair Flower of Northumberland ..... *Arr. Rimbault*

Sacred

The Bethlehem Babe ..... *Wilson*
Angels We have Heard on High ..... *Noel*
Seek Ye the Savior? ..... *Yale-Hall*
As Pants the Hart (From Spohr's Crucifixion) *Arr. Stimpson*
Praise the Lord Our God (From Famous Chorus in "Elijah"
Baal, We Cry to Thee) ..... *Mendelssohn-Arr. Wilson*
While I Have You ..... *Tosti*
Land of Mine ..... *MacDermid*
The Flag Without a Stain ..... *White*
Kentucky Babe ..... *Geibel*
Cotton Dollie ..... *Geibel*

Industrial Department

As may be noted in the course of study laid down for this school, hand training and trades work are considered of great

importance to the pupils. From the smallest child in the primary grades to the pupils of the senior class in the high school, all pupils work at some branch of hand training or industrial work. The articles made of beads and raffia have been made by the pupils in the first and second grades. The following table will show the distribution of pupils in the different lines of industrial training:

PUPILS ENROLLED

Chair Caning	Bead and Raffia Work		Sewing and Fancy Work	Hammock Knitting
Boys	Boys	Girls	Girls	Boys
31	11	5	17	8

Typewriting		Piano Tuning	Broom Making
Girls	Boys	Boys	Boys
9	15	5	19

Weaving		Domestic Science
Boys	Girls	Girls
11	10	21

Total number of pupils enrolled in all branches of industrial training, 162.

GIRLS' WORKROOM

For a number of years the work in this division of the industrial department consisted of the weaving of carpet and rugs, chair caning, and hammock knitting. A much needed change has been made in this work during the past session. Sewing, knitting, crocheting, bead-work and raffia work were added and a specially trained teacher placed in charge. One Singer sewing-machine has been added to the equipment and the enthusiasm and interest shown by the girls in these new lines of endeavor have been gratifying. In spite of the fact that much difficulty was experienced in getting materials with which to work, the following list of completed pieces is creditable:

Weaving	Knitted Articles
Carpet, 80 yards	Men's Sweater Vests, 3
Rugs 2, 27x54 inches	Shawls, 1
" 8, 36x72 "	Auto Scarfs, 1
" 3, 27x36 "	Shoulder Wraps, 4

Rugs 1, 36x90 inches
" 2, 36x54 "
" 1, 1x4 yards

RAFFIA WORK

Picture Frames, 12
Square Woven Mats, 6
Round Woven Mats, 6
Covered Boxes, 3
Baskets, 6

SEWING

Square Holders, 15
Round Holders, 12
Wash Cloths Hemmed, 18
Tea Towels Hemmed, 36
Quilt Tops Pieced, 2
Trench Caps, 1
Pairs of Ear Muffs, 1
Ladies' Sweaters, 2
Pairs of Slippers, 2
Doll Sweaters, 18
Hot Water Bottle Covers, 1
Wash Cloths, 6

BEAD WORK

Mesh Bags, 2
Napkin Rings, 24
Square Baskets, 4
Round Baskets, 10
Doll Hats, 2
Cups and Saucers, 10
Chairs, 5
Pitchers, 2
Bowls, 2

CROCHETED ARTICLES

Hand Bags, 2 Table Mats, 6

DOMESTIC SCIENCE

The pupils in this branch are divided into four groups or classes. The beginners are taught to wash dishes, measure quantities, etc. and are then advanced to the cooking classes. During the past year the following foods have been prepared and cooked by the girls: Tomatoes, potatoes, corn cakes, batter cakes, light bread, biscuits, meat and fruits. Practically all the candy used for the Christmas season was made by the girls of our most advanced class. Special attention has been given to the teaching of food values relative to the energy giving, body building and body regulating foods, also to the planning of meals.

BOYS' SHOPS

The work in this division, consisting of broom-making, hammock knitting, chair caning, weaving, basketry, and piano tuning is of vital importance to the boys. In addition to the educational value and the development and training of the muscles, it has been the source of livelihood and good citizenship to a large number who have become proficient in one or more of its branches. Following is a list of the articles completed in the different industries during the year. Chairs caned, 41; Hammocks knitted, 5; Number of yards of carpet woven, 117½:

Domestic Science

Typewriting

Brooms made, 3451. The exact amount of work done by the piano tuning branch cannot be given, but it has taken care of the pianos belonging to the school and has done some work on the outside. The basketry work has not progressed during the year on account of the impossibility of securing supplies.

TYPEWRITING

Fourteen of the twenty-four pupils enrolled in this subject last fall were new to the work; the others had had previous training. Those in the beginning classes have thoroughly mastered the key-board and six of them can write at the rate of twenty-five words a minute with a fair degree of accuracy. The others, with one exception, are sufficiently advanced to write their own letters. The more advanced pupils are allowed the use of the typewriter for writing examinations and other school work.

Respectfully submitted,

A. H. Cox, *Principal.*

COURSE OF STUDY

First Year (Grade One)

SUBJECTS—Reading, Spelling, Writing, Numbers, Language, Geography, Bead and Raffia Work.

1. READING—Revised Braille. Teach alphabet by groups of letters similar in form. Give drills in phonics. Insist on the pupil getting thought, not merely saying words. Teach sentence and thought method. Primer and First Reader complete, with supplementary reading.
2. SPELLING—Select words from lessons. Oral and written spelling of words found in the child's vocabulary.
3. WRITING—Revised Braille writing. Small letters. Sentence work. Writing numbers in Revised Braille to one hundred. Dictation exercises.
4. NUMBERS—Counting to 100 by 1's and 2's. Exercises in the fundamental operations, addition, subtraction, multiplication and division by the use of objects. Write to one hundred in Revised Braille. Drill in rapid combinations.
5. LANGUAGE—Correct type errors in pupil's language in group exercises. Simple oral and written sentences about familiar objects. Reproduce stories. Teach correct form and use of words in common use.
6. GEOGRAPHY—Nature Study lessons presented by the teacher in the form of stories.

Second Year (Grade Two)

SUBJECTS—Reading, Spelling, Writing, Numbers, Language, Geography, Bead and Raffia Work.

1. READING—Revised Braille, Second and Third Readers. Second Reader completed. Supplemental work. Emphasize work in phonics, acquisition of new words, ability to read fluently, and to read aloud intelligently and expressively.

2. SPELLING—Oral and written spelling. Appropriate new words found in the readers. Attention given to syllabication. Intelligent use of words found in lessons.
3. WRITING—Revised Braille writing. Small letters and capitals. Sentence work. Dictation exercises.
4. NUMBERS—Simple combinations in addition, subtraction, multiplication and division. Reading and writing numbers to 1000. Roman numerals to 50. Application of measures to simple problems. Oral drill in fundamental operations of numbers to 50.
5. LANGUAGE—Continue as in first year. Oral composition and story telling. Correct forms of declaration, interrogation, command and exclamation. Simple lessons in letter writing. Memorizing of a few choice selections.
6. GEOGRAPHY—Nature Study, observation of weather, changes of seasons, forms of water and especial attention to common animals. Simple oral lessons in home geography.

Third Year (Grade Three)

SUBJECTS—Reading, Spelling, Writing, Numbers, Language, Geography, Sewing and Chair Caning.

1. READING—Revised Braille, Third and Fourth Readers. Third Reader completed, with supplemental work. Continue phonectic drill and insist on distinct enunciation.
2. SPELLING—Oral and written spelling. Appropriate new words found in the reading lessons. Give attention to syllabication. Intelligent use in sentences and stories of words found in lessons.
3. WRITING—Copy selections dictated by the teacher. Written work of other recitations. Letter writing.
4. NUMBERS—Thorough mastery of the multiplication table. Simple every-day problems in the the four fundamental operations. Practical use of Denominate Numbers, such as foot, yard, bushel, gallon, quart; measure inch, foot, square inch, etc. Teach measure of time. Teach Roman notation.

Develop correct idea of fractions, halves, thirds, fourths, fifths, etc.

Walsh's New Primary Arithmetic, Chapters I, II and III, as basal guide to teacher.

5. LANGUAGE—Continue oral and written work. Special attention given to spelling, use of capital letters and punctuation marks. Correct improper expressions in special lessons.

   Emerson and Bender's Modern English, Book I, as guide to teacher.

6. GEOGRAPHY—Nature Study, animals, plants, common occurrences and their adaptation to our needs. Teach surface and drainage, forms of water, shores and other forms of land.

   Tarr and McMurray's Geography, Part I, as guide to teacher.

Fourth Year (Grade Four)

SUBJECTS—Reading, Spelling, Writing, Numbers, Language, Geography, Weaving, Sewing, Fancy Work and Chair Caning.

1. READING—Revised Braille, Fourth and Fifth Readers, Fourth Reader completed. Supplementary reading.
2. SPELLING—Both oral and written spelling. Use of words found in spelling lists in sentences and stories. Champion Speller, Sections I and II.
3. WRITING—Copy selections dictated by the teacher. Written work of other studies. Letter writing.
4. NUMBERS—Walsh's Primary Arithmetic, Chapters IV and V as basis. Review work of preceding grades, teach reading and writing of numbers, develop power of determining factors of numbers of three places, further development and use of fractions.
5. LANGUAGE—Emerson and Bender's Modern English, Book I, selected chapters, as basis in hands of teacher. Simple oral and written composition. Selected history and hero tales. Teach forms of sentences, capital letters and abbreviations, possessives, contractions, punctuation, synonyms.

6. GEOGRAPHY—Tarr and McMurray's Geography, Part II, as basis. Teach form and motions of the earth, divisions of land and water, hemispheres and zones; surface, drainage and peoples of North America; stress the teaching of the United States and Alaska. Use Carpenter's or other geographical readers and stories as supplements.

Fifth Year (Grade Five)

SUBJECTS—Reading, Spelling, Arithmetic, Writing, Language, Geography, History, Weaving, Fancy Work, Domestic Science, Chair Caning and Hammock Knitting.

1. READING—Fifth Reader completed. Supplementary reading, stories from American history read and reproduced, a few selections of choice literature memorized.
2. SPELLING—Both oral and written spelling. Champion Speller, Section III, and review, syllabication, elements and use of words in good sentences.
3. ARITHMETIC—Walsh's New Grammar School Arithmetic, Part One, Chapters I and II as basis. Select constantly problems akin to experience of every-day life in teaching any topic, use of Taylor Slate.
4. WRITING—Copy work as directed by the teacher. Teach in connection with all written work in other subjects.
5. LANGUAGE—Selected chapters from Emerson and Bender's Modern English, Book One, latter part of text as basis. Oral and written composition, with attention to punctuation, forms of correct speech, paragraphing and letter writing.

   Thought analysis, subject and predicate and single word and phrase modifiers of each.
6. GEOGRAPHY—Tarr and McMurray's Geography, Part Three, Vol. I, as basis. Supplemental work. Learn about local animals, plants, rocks, minerals, etc.
7. HISTORY—History stories of our country and Primary History of the United States.

Sixth Year (Grade Six)

SUBJECTS—Reading, Spelling, Arithmetic, Writing, English, Geography, History, Hygiene, Weaving, Sewing, Fancy Work, Domestic Science, Chair Caning and Hammock Knitting.

1. READING—In this grade reading is given as a part of the work in English.
2. SPELLING—Both oral and written spelling, syllabication, sound elements and use of words in composition. Use of dictionary, synonyms and homonyms. Champion Speller, Sections IV and V.
3. ARITHMETIC—Walsh's New Grammar School Arithmetic, Part One, Chapters III and IV, as basis, use of Taylor Slate.
4. WRITING—Copy as directed by teacher. Teach in connection with all written work in other subjects.
5. ENGLISH—Emerson and Bender's Modern English, Book Two, as basis. Analysis of simple sentences. Parts of speech as elements of the sentence. Language and composition. Much attention to oral speech. Dictation, letter writing, written themes on other subjects and original exercises. Selections to be memorized.
6. GEOGRAPHY—Tarr and McMurray's Geography, Part Three, as basis. Supplemental work. Study commercial plants in connection with geography, review work.
7. HISTORY—Barnes's Brief History, Epochs I to IV.
8. HYGIENE—Ritchie and Caldwell's Book on Hygiene.

Seventh Year (Grade Seven)

SUBJECTS—Arithmetic, English, Geography, History, Spelling, Hygiene, Typewriting, Sewing, Weaving, Fancy Work, Domestic Science, Broom-making and Piano Tuning.

1. ARITHMETIC—Walsh's New Grammar School Arithmetic, Part Two, Chapter V. Abundant exercises in oral problems, use of Taylor Slate.
2. ENGLISH—Hyde's Two Book Course in English, Book II, Chapters 16 to 69. Language and

Broom Factory

grammar, composition, oral reproduction, written reports, dictation, paraphrases, social and business correspondence.

3. GEOGRAPHY—Tarr and McMurray's Geography, Part Four, supplemental work, special emphasis on the study of Europe.
4. HISTORY—Barnes's Brief History of the United States completed. Study European connections with American history. Use different texts as supplement and reference.
5. SPELLING—Champion Speller, Section VI. Oral and written spelling, sound elements, use of words in English composition, use of the dictionary.
6. HYGIENE—Ritchie and Caldwell's Sanitation. Effects of alcohol and narcotics on circulation, respiration and the skin.

Eighth Year (Grade Eight)

SUBJECTS—Arithmetic, English, History, Hygiene, Typewriting, Sewing, Weaving, Fancy Work, Domestic Science, Broom-making and Paino Tuning.

1. ARITHMETIC—Walsh's New Grammar School Arithmetic, Part Two, Chapter VI. Abundance of mental and orignal problems, use of the Taylor Slate.
2. ENGLISH—Hyde's Two Book Course in English completed. Read "Snow Bound," "Evangeline" and "Enoch Arden."
3. HISTORY—McMaster's History of the United States. Study local history and government. Use other texts as reference.
4. HYGIENE—Ritchie and Caldwell's Human Physiology.

HIGH SCHOOL COURSE

First Year

First Semester	Second Semester
Rhetoric	Rhetoic
Ancient History	Ancient History
Applied Arithmetic	Community Life
Physical Geography	Physical Geography
Typewriting	Typewriting
Expression and Public Speaking	Expression and Public Speaking
Industries	Industries

Second Year

Algebra I	Algebra I
Rhetoric	English Composition and Review
Mediæval History	Mediæval History
General Science	General Science
Expression and Public Speaking	Expression and Public Speaking
Industries	Industries

Third Year

Algebra II	Algebra II
English History	English History
Physics I	Physics I
American Literature	American Literature
Expression and Public Speaking	Expression and Public Speaking
Industries	Industries

Fourth Year

English Literature	English Literature
Physics II	Physics II
Civil Government	Civil Government
Geometry	Geometry
Expression and Public Speaking	Expression and Public Speaking
Industries	Industries

Scene from Christmas Operetta, "Robin's Specific"

Special Day Programs

THANKSGIVING PROGRAM

Thursday Morning, November 27, 1919

Song - - America - - *S. F. Smith*
School

Reading—President Wilson's and Governor Cornwell's Thanksgiving Proclamations - - - -
Supt. F. L. Burdette

Violin—Song Without Words - - - - - *Gregh*
Raymond Kieffer

Reading—A Collect for Thanksgiving Day - *Edwin Markham*
Mary Chancey

Vocal Solo—Don't Be Cross - - - - - *Zener*
Emmitt Ripley

Reading—Psalm 136
James Griffin and School

A Cycle of Thanksgiving Songs
Six Junior Pupils

1. November's Fun - - - - - - *Koogle*
   Griffeth Dillon
   Accompanied by Sarah Dillon
2. If Turkeys Were Tall - - - - - *Koogle*
   George Brown
3. Said Mr. Turkey - - - - - - *Koogle*
   Elizabeth Atkinson
4. Thanksgiving - - - - *Churchill-Grindell*
   Clifford Dillon
5. (a) Little Paul's Thanksgiving - - - *Koogle*
   (b) Teddy's Resolution - - - - - *Koogle*
   Helen Lisak
6. Modest Tommy - - - - - - *Koogle*
   Herbert Craig

Reading— A Story of Long Ago
Twelve Pupils

Vocal Solo—The End of a Perfect Day - *Carrie Jacobs Bond*
Violin Obligato—Played by James Griffin
Edward Matthews

Reading—The Pilgrims' Thanksgiving - - *Nora Perry*
Clayton White

Piano Solo—Indian Dance - - - - - - *Fisher*
John Duffey
Song—(a) Carry Me back to Old Virginny
(b) April and November - - - - - *Bland*
Boys' Glee Club
Song—The Star Spangled Banner - - *Key-Arnold*
School

Christmas Program

Friday Evening, December 19, 1919

Piano—Mazurka-Impromptu - - - - - *Bohm*
Tracy Bowles
Address—Getting and Giving - - - - - *Denison*
John Duffey
Voice, Quartette—Hark! The Herald Angels Sing - *Mendelssohn*
John Evans James Griffin
Edward Matthews Emmitt Ripley
Recitation—Christmas Troubles - - - - - *Denison*
Rosa Belle Williamson
Violin—Kiuawiak - - - - - - *Wieniawski*
Edward Matthews
Recitation—A Stupid Book - - - - - *Denison*
Griffeth Dillon
Song—The Bethlehem Babe - - - - - *Wilson*
Boys' Glee Club
Play—"A Christmas Crazy Class" - - - *Denison*

CHARACTERS

Clara - - - - - *Elizabeth Atkinson*
Eva - - - - - *Magdalene Caldwell*
Alice - - - - - - - *Helen Lisak*
Will - - - - - - *Seldon Brannon*
Fred - - - - - - . *Frank Mease*
Tom - - - - - - - *John Duffey*
Sixteen other pupils

A CHRISTMAS OPERETTA BY FORTY PUPILS

"ROBIN'S SPECIFIC"

By Adam Giebel

CHARACTERS

Santa Claus - - - -	*Edward Matthews*
Pretti-Winks, a Fairy - - -	*Sarah Dillon*
Robin the Red - - - -	*Clayton White*
Queen Titania, a Fairy - - -	*Dona Everett*
Tokyo, a Japanese Girl - -	*Tennessee Ward*
Alexander, the Russian Boy - -	*Casby Taylor*
Lee Young, a Chinaman - -	*Raymond Kieffer*
Marie, a French Demoiselle - -	*Cora Yoho*
Antonio, the Italian - - -	*Frank Roznowshi*
Tommy, the Yankee - - -	*William Carey*
First Rabbit Fairy - - - -	*George Brown*
Second Rabbit Fairy - - -	*Griffeth Dillon*
Chorus of Fairies - -	
Rabbit Fairies, the Queen's Charioteers	

SYNOPSIS

The story is that of a fairy, Pretti-Winks, who enters Santa Claus's workshop and pleads with him to allow her to try this remedy, Robin's Specific, on the bad of the earth.

Securing his permission she calls Robin the Red, who brings his wonderful specific and together they administer same to the bad children.

They fall into deep slumber and wake up good and kind. Santa Claus returns and wishes to all a merry Christmas.

The operetta is rich with melody—having both splendid solos and choruses.

PROGRAM

WASHINGTON-LINCOLN BIRTHDAYS

Song—My Own United States - - - *Stange-Edwards*
By School

Recitation—A Hard Road to Fame - - *Marie Irish*
Oliver Hatfield

Recitation—Patriotic Little Girl - - - *Marie Irish*
Dona Everett

Recitation—Vision of Lincoln
Ida Dillon

Violin Solo—Melodie - - - - - - - - *Bohm*
Orpha Lawson

Recitation—No Cherry Pies - - - - *Marie Irish*
George Brown

Reading—Abe - - - - - - - -
William Carey

Song—Rose of No Man's Land - - *Caddigan-Brannall*
By School

Thoughts about Washington and Lincoln
By Fifteen Pupils

Song—If - - - - - - - - *Louise Koogle*
Griffeth Dillon

A Dialogue—A Future President - - - *Marie Irish*
Frank Mease, John Duffey, Charles Brown and
Herbert Craig

Quartette—Good Massa Lincoln - - - *Marie Irish*
Raymond Kieffer, William Carey, John Workman,
Frank Roznowski

Reading—Our Country - - - *Edna Deane Proctor*
Tennessee Ward

Recitation—A Sign of Distress - - - *Marie Irish*
Griffeth Dillon

Piano Solo—Melodies - - - - - - - *Kern*
Raymond Kieffer

Reading—Lincoln - - - - - *James Russell Lowell*
Edward Matthews

Recitation—George Washington
Roy Curtis

Five Songs—(a) Chop it Down - - - *Marie Irish*
(b) First Flag - - - - - *Atkinson*
(c) The Flag Song - - *Louise Koogle*
(d) Little George Washington - -
- - - - - - *Churchill-Grindell*
(e) Our Beloved Washington - *Marie Irish*
By Junior Chorus

Recitation—Like George Washington - *Elva J. Smith*
George McGrew

Song—Washington's Birthday - - *Churchill-Grindell*
By School

Reading—The Banner Betsy Made - *Thomas C. Harbaugh*
Orpha Lawson

Song—The Star Spangled Banner - - *Key-Arnold*
By School

Girls' Industrial Room

EASTER PROGRAM

Sunday Afternoon, April 4, 1920

Chorus—(a) Ring, Easter Bells - - - *F. W. Peace*
(b) Starbeams Gleaming - - - *Yale-Hall*
(c) Easter Has Come Again - - *Yale-Hall*
(d) Resurrection Morn So Fair - *Tullar-Lerman*
Soloist—Sarah Dillon
Junior Chorus

Vocal Trio—Hail, Easter Day - - - - *Yale-Hall*
Nellie Newman, Cora Yoho, James Griffin

Voice—The Dawn of Life - - - - *Kelley-Avery*
Edward Matthews

Piano—Moment Religieux Op. 47 - - *Rudolf Friml*
Ida Dillon

Anthems—(a) Seek Ye the Saviour? - - *Yale-Hall*
(b) As Pants the Hart - - *Arr. Stimpson*
(From Spohr's "Crucifixion")
Soloist—John Evans
(c) Praise the Lord Our God - *Arr. Geo. F. Wilson*
(From the famous chorus in "Elijah," "Baal, We Cry to Thee." *Mendelssohn*)
Boys' Glee Club

Violin—(a) Meditation - - - - *Bach-Gounod*
(b) Berceuse - - - - - - *Godard*
Edward Matthews

Voice—Ave Maria - - - - - - *Mascagni*
(Adapted to the celebrated "Intermezzo" from Cavalleria Rusticana)
Violin Obligato, played by Orpha Lawson
James Griffin

A Muscial Dialogue—Have Ye Heard the Easter Story?
- - - - - - - - - *Yale-Hall*
Cora Yoho, Emmitt Ripley, Clayton White

Piano—On the Holy Mount Op. 85 - - - *Dvorak*
Clayton White

Chorus—(a) The Triumph Day - - - *Yale-Hall*
(b) No Shadows Yonder - - *A. R. Gaul*
(From the Holy City)
Quartet
William Carey — Raymond Kieffer
John Workman — Frank Roznowski
Soloist—Clayton White
Senior Chorus

Closing Exercises, May 31 to June 11, 1920

Junior Musicale

Monday Evening, May 31, 1920

Chorus—(a) "The Daisy" - - *Churchill-Grindell*
(b) "Springtime" - - *Churchill-Grindell*
Junior Chorus

Piano—"Pipers Three" - - - - *Benson*
Oliver Hatfield

Piano—"Song Without Words" - - - *Streabbog*
Sarah Dillon

Song—(a) "Jolly Blacksmith" - - *F. F. Churchill*
(b) "Sailor Boys" - - - *Churchill-Grindell*
Nine Boys

Piano—(a) "Rythmic Step" - - - - *Geibel*
(b) "Hunter's Song" - - - - *Merkel*
George McGrew

Song—"My Shadow" - - - *F. F. Churchill*
Clifford Dillon

Violin—"Le Premier Sourire" - - - - *Legye*
Stella Dillon

Piano—"An Old Fairy Story" - - - *Heller*
Helen Lisak

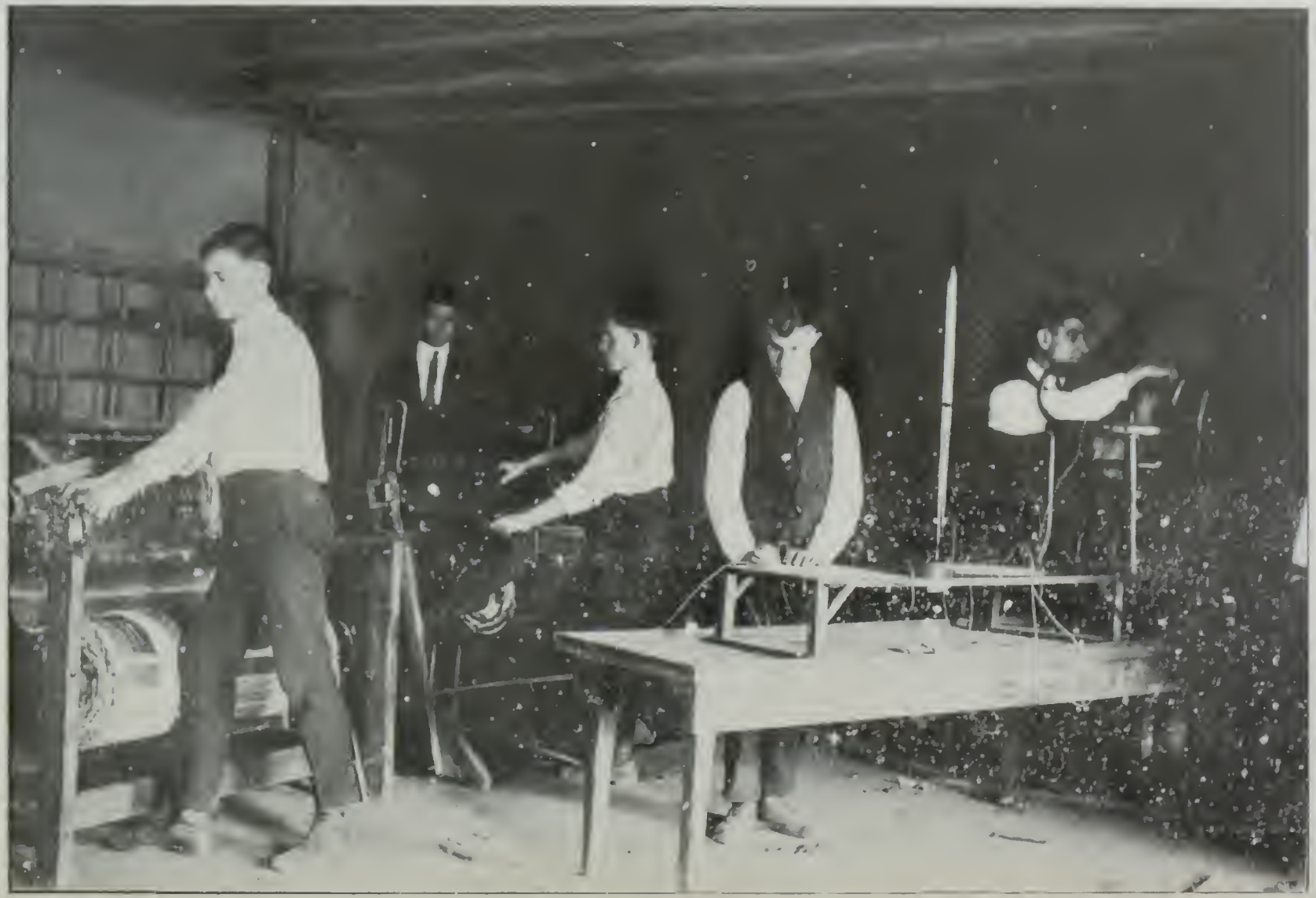
Piano—(a) "Rustic Song" - - - *Schumann*
(b) "Bonjour" - - - - - - *Hitz*
John Duffy

Song—(a) "Woodpecker" - - - - *Nevin*
(b) "Little Dutch Garden" - - - *Gottschalk*
Sarah Dillon

Piano—"Columbine" - - - - - *Dyehaela*
Leonidas Morgan

Piano—(a) "Fairy Polka" - - - - *Spindler*
(b) "Elfin Dance" - - - - - *Grieg*
Ida Dillon

Songs—(a) "The Vine Gatherers" - - - *Denza*
(b) "Slumber So Gently" - - - *Spenser*
Nine Girls



Boys' Caning and Weaving Shop

GRAMMAR SCHOOL CLOSING EXERCISES

Friday Evening, June 4, 1920

Invocation - - REV. ROBERT BRAGG

Violin—Andalouse - - - - - - - *Atherton*
Edward Matthews

Reading—The Mysterious Guest - - *Fowler Bradnack*
Casby Taylor

Vocal Trio—Mermaid's Evening Song - - - *Glover*
Cora Yoho, John Evans, Emmitt Ripley

Original Compostion—The Value of Efficiency
Rosa Harper

Piano—Poupee Valsante - - - - - *Poldini*
Tracy Bowles

Oration—The Harvest of Justice - - *Paul Dechanel*
Abraham DeWeese

Voice—Tell Me, Beautiful Maiden - - - - *Gounod*
John Evans
Violin Obligato, Raymond Kieffer

Monologue—The Suburbanites - - - - *Cook*
Orpha Lawson

Vocal—(a) Cotton Dolly - - - - - - *Geibel*
(b) Kentucky Babe - - - - - *Geibel*
Boys' Glee Club

PRESENTATION OF CERTIFICATES - - - -
Supt. F. L. Burdette

Benediction - - REV. S. E. JONES

CLASS ROLL:

ROSA MAY HARPER
JOHN BYNUM EVANS
ABRAHAM PATTERSON DEWEESE
CASBY TAYLOR

CLASS MOTTO:

"Ever Advancing"

CLASS FLOWER:

White Carnation

CLASS COLORS:

Gray and Crimson

Senior Concert

Thursday Evening, June 10, 1920

Chorus—"Italia" - - - - *Donizetti*
Senior Chorus

Voice—Little Mother of Mine - - - *Burleigh*
Emmitt Ripley

Piano—Twilight Reverie - - - - *Guy*
William Cary

Voice—Whisper and I Shall Hear - - - *Piccolomini*
Cora Yoho
Violin Obligato, Edward Matthews

Violin—Legende - - - - - - *Wieniawski*
James Griffin

Vocal—(a) List to the Convent Bells - - *Blockley*
(b) Oh! Wert Thou in the Cauld Blast - *Mendelssohn*
Nellie Newman and Ora Curry

Violin—Salut d'Amour - - - - - - *Elgar*
Orpha Lawson

Voice—(a) Gypsy Love Song - - - - *Herbert*
(b) June Time - - - - - - *Speaks*
Edward Matthews

Violin—Suite Italienne - - - - - - *Seven*
Raymond Kieffer

Voice—The Bandolero - - - - - - *Stuart*
James Griffin

Vocal—The Fishermen - - - - - - *Gabussi*
John Evans and Emmitt Ripley

Piano—Rustle of Spring - - - - - *Sinding*
Clayton White

Duo and Chant—Ah! Che la Morte - - - - *Verdi*
Stella Dillon and Edward Matthews

Vocal—While I Have You - - - - - - *Tosti*
Boys' Glee Club

HIGH SCHOOL GRADUATING EXERCISES

Friday Evening, June 11, 1920

Song—Happy Days - - - - - - - *Strelezski*
James Griffin
Violin Obligato, Orpha Lawson

Invocation - - - REV. W. R. HILL

Piano—Prelude - - - - - - - *Rachmaninoff*
Tracy Bowles

Address - - - DR. M. P. SHAWKEY

Violin Duet—Alpine Violets - - - - - - *Andre*
Orpha Lawson, James Griffin

Presentation of Diplomas - - - - - -
Supt. F. L. Burdette

Vocal—(a) Flag without a Stain - - - - - *White*
(b) Land of Mine - - - - - - *McDermed*
Boys' Glee Club

Benediction - - - DR. F. J. BROOKE

CLASS ROLL:

ORPHA ALICE LAWSON
JAMES RICHARD GRIFFIN

CLASS MOTTO:

"Here Endeth; Here Beginneth"

CLASS FLOWER:

Forget-Me-Not

CLASS COLORS:

Red and White

Section 152. *The West Virginia Schools for the Deaf and the Blind—Name—Location—Management—Purpose* — The West Virginia Schools for the Deaf and the Blind heretofore established shall remain at Romney and be known as "The West Virginia Schools for the Deaf and the Blind," and shall be maintained for the care and training of the deaf and the blind of the state as provided by law. The schools shall be under the control and management of the state board of education and the state board of control as provided in this chapter for other state educational institutions.

Sec. 153. *Admission*—All such deaf and blind youth resident in the state, between the ages of eight and twenty-five years, shall be admitted to the institution on application to the principal. It shall be the duty of the principal to keep a careful record of the names of applicants, with the dates of their admission, discharge, their age, postoffice address, the name of their parents or guardians, and the degree, cause and circumstances of their deafness or blindness.

Sec. 154. *Clothing*—All such deaf and blind pupils shall be admitted as above directed without charge for board and tuition; and when not otherwise provided with clothing they shall be furnished therewith by the institution while they are pupils therein, and the principal shall make out an account therefor in each case against the respective counties from which said pupils come, in an amount not exceeding forty dollars per annum for every such pupil, which account shall be sworn to by the principal and countersigned by the secretary, and which shall be transmitted by the principal to the auditor of the state, whose duty it shall be to transmit a copy of the same to the clerk of the county courts of the respective counties in which such pupils live, and the county courts of such counties shall thereupon, at their next session thereafter held for the purpose of making a county levy, include in such levy the amount of said account against their counties, and cause an order to be issued on the sheriff of the county in favor of the auditor of the state, and cause the same to be transmitted by the clerk of said court to the auditor, whose duty it shall be to collect the

same and place it to the credit of the institution, to be drawn out upon a requisition as a part payment of the current expenses of said school. If the same is not paid to the auditor by the respective counties from which they are due in a reasonable time, it shall be the duty of the auditor to collect the same by law.

Sec. 155. *Period of Attendance—Special Admission*—The pupils of said schools may continue therein five years, and for as much longer in the discretion of the board and principal as their condition and progress would seem to justify. After all the applicants between the prescribed ages of eight and twenty-five years have been admitted, if there are accommodations, the principal may admit other deaf and blind persons who may be of suitable age to receive any advantage from the institution, and upon such terms as the board may prescribe; but it shall be distinctly understood that such persons shall withdraw from the institution in the order of their admission to make room for new applicants between the ages prescribed.

Sec. 156. *Course of Instruction*—The course of instruction in the institution shall be prescribed by the state board of education with the advice of the principal, and shall be as extensive both in the intellectual, musical and mechanical departments as the capacities and interests of the pupils may require.

Sec. 157. *Registration*—In addition to their other duties the assessors of the state are hereby required to register in a book to be furnished them by the auditor for the purpose, the names of all the deaf and blind persons in their respective districts, with the degree and cause of deafness and blindness in each case as far as can be ascertained from the heads of the families, or from other persons whom the assessors may conveniently consult, their ages, the names of their parents or guardians, their postoffice addresses and such other facts as may be useful in making the said institution efficient in ameliorating the conditions of the deaf and the blind. They shall complete the registration as early as possible and forward their report to the auditor who shall, if practicable, make an alphabetical abstract of all the facts furnished him by the assessors' reports and shall send the same by mail to the principal of the West Virginia Schools for the Deaf and the Blind, and said principal is hereby further required to put himself into immediate correspondence with all the deaf and blind persons of suitable age and condition mentioned in the auditors' abstract, with a view to their admission as pupils into said school.

Sec. 158. *Compensation of Registration*—The assessors shall receive for the extra duties hereby imposed the same compensation as now allowed them for the registration of births and deaths, and shall be liable for the same penalties for failure to discharge their duties.

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COMPULSORY ATTENDANCE LAW

Every parent, guardian or other person having control of any mentally normal minor over eight years of age who is defective in sight or hearing to the extent that he cannot be benefited by instruction in the public schools, shall be required to send such minor to the West Virginia Schools for the Deaf and the Blind at Romney. Such minor shall continue to attend said schools for a term of at least thirty-six weeks each year until he has completed the course of instruction prescribed for said schools by the State Board of Education, or until he has been discharged by the superintendent of said schools. It is provided, however, that minors of the negro race who come under the requirements of this section shall be placed in a separate school located at such place or places as may be determined by the State Board of Control.

And such deaf or blind minor shall be exempt from attendance at said schools for any of the following reasons:

1. Instruction by a private tutor or in another school approved by the State Board of Education, for a time equal to that required by the first paragraph of this section.
2. Physical incapacity for school work.
3. Any other reason deemed good and sufficient by the superintendent of said schools, with the approval of the State Board of Education.

Any parent, guardian or other person in charge of such minor or minors who fails or refuses to comply with the requirements of this section shall be guilty of a misdemeanor, and upon conviction thereof shall be fined not less than ten dollars ($10.00) nor more than thirty dollars ($30.00) for each offense.

Failure for the period of one week within the school year to send such minor to school shall constitute an offense: PROVIDED, that the time necessary for such minor to travel from his home to Romney shall not be counted as time absent from school.

Any person who induces or attempts to induce such blind or deaf minor to absent himself from school, or who employs or harbors such minor unlawfully while said schools are in session, shall be guilty of a misdemeanor and upon conviction thereof shall be fined not less than twenty dollars ($20.00) nor more than fifty dollars ($50.00) for each offense.

It shall be the duty of school attendance officers, prosecuting attorneys and any special attendance officer appointed by the said Schools for the Deaf and the Blind to enforce the provisions of this section.

It shall be the duty of the public school teachers of each county to furnish to the county superintendent of schools of their county the names of deaf and blind persons in their sub-districts between the ages of six and twenty-five years together with information as to age, sex and race of each such deaf or blind person. The county superintendent of schools shall certify the names of all such persons with the names and addresses of their parents or guardians to the superintendent of the schools for the deaf and the blind at Romney.

It shall be the duty of the state superintendent of schools to provide suitable blanks for the enumeration of the deaf and blind persons to each county superintendent for distribution among the teachers and others responsible for taking the school enumeration. The enumeration of such deaf and blind persons shall be taken at the time the regular school enumeration is taken and shall be reported to the superintendent of the Schools for the Deaf and the Blind at the time that the regular school enumeration is reported to the state superintendent of schools.

PREVENTION OF BLINDNESS LAW

AN ACT for the Prevention of Blindness from Opthalmia Neonatorum.

[Passed February 17, 1919. In effect ninety days from passage. Approved by the Governor February 20, 1919.]

Be it enacted by the Legislature of West Virginia:

Section 1. That any inflammation, swelling, or unusual redness in either one or both eyes of any infant, either apart from, or together with any unnatural discharge from the eye or eyes of such infant, independent of the nature of the infection, if any, occurring at any time within two weeks after the birth of such infant, shall be known as "inflammation of the eyes of the new-born" (opthalmia neonatorum.)

Sec. 2. It shall be the duty of any physician, surgeon, obstetrician, midwife, nurse, maternity home or hospital of any nature, parent, relative and persons attendant on or assisting in any way whatsoever any infant, or the mother of any infant at childbirth, or any time within two weeks after childbirth, knowing the condition hereinabove defined to exist, immediately to report such fact in writing to the local health officer of the county, city, town, magisterial district or whatever political division there may be within which the infant or the mother of any infant may reside. In the event of there being no health officer in the county, city or town in which the infant resides, midwives shall immediately report conditons to some qualified practitioner of medicine and thereupon withdraw from the case except as they may act under the physician's instructions. On receipt of such report, the health officer, or the physician notified by a midwife where no health officer exists, shall immediately give to the parents or persons having charge of such infant a warning of the dangers to the eye, or eyes, of said infant, and shall for indigent cases provide the necessary treatment at the expense of said county, city, or town.

Sec. 3. It shall be unlawful for any physician, or midwife practicing midwifery to neglect, or otherwise fail to instill or have instilled immediately upon its birth, in the eyes of the

Hospital

Boys' Dormitory

new-born babe, one or two drops of a one per cent solution of silver nitrate, furnished by the public health council.

Sec. 4. Every physician or midwife shall, in making a report of a birth, state whether or not the above solution was instilled into the eyes of said infant.

Sec. 5. It shall be the duty of the local health officer:

(1) To investigate, or have investigated, each case as filed with him in pursuance of the law, and any other cases as may come to his attention.

(2) To report all cases of inflammation of the eyes of the new-born, and the result of all such investigations as the public health council shall direct.

(3) To conform to such other rules and regulations as the public health council shall promulgate for his further guidance.

Sec. 6. It shall be the duty of the public health council:

(1) To enforce the provisions of this act.

(2) To promulgate such rules and regulations as shall, under this act, be necessary for the purpose of this act, and such as the public health council may deem necessary for the further and proper guidance of local health officers.

(3) To provide for the gratuitous distribution of one per cent solution of silver nitrate outfits together with proper directions for the use and administration thereof, to all physicians and midwives as may be engaged in the practice of obstetrics, or assisting at childbirth.

(4) To publish and promulgate such further advice and information concerning the dangers of inflammation of the eyes of the new-born as is necessary for prompt and effective treatment.

(5) To furnish copies of this law to all physicians, and midwives as may be engaged in the practice of obstetrics, or assisting at childbirth.

(6) To keep a proper record of any and all cases of inflammation of the eyes of the new-born as shall be filed in the office of the public health council in pursuance of this law, and as may come to their attention in any way, and to constitute such records a part of the annual report to the governor.

(7) To report any and all violations of this act as may come to their attention to the prosecuting attorney of

the county wherein said misdemeanor may have been committed and to assist said official in any way possible as by securing necessary evidence, et cetera.

(8) To furnish birth certificates which shall include the question—"Did you instill in each eye of the infant a one per cent solution of nitrate of silver immediately after birth?"

Sec. 7. It shall be the duty of the clerk of the county court of each county on or before the fifteenth day of each month to certify to the prosecuting attorney of his county all reports of births filed during the preceding calendar month which fail to show that the solution herein before provided for was nstilled.

Sec 8. Whoever being a physician, surgeon, midwife, obstetrician, nurse, manager or person in charge of a maternity home or hospital, parent, relative, or person attending upon or assisting at the birth of an infant, violates any of the provisions of this act, shall be deemed guilty of a misdemeanor, and upon conviction thereof shall be fined a sum of not less than ten or more than fifty dollars.

HOSPITAL REPORT

Drs. J. W. Shull and Robert Dailey,
Attending Physicians

	Boys	Girls	Total
Different Pupils Admitted	38	21	59

DISEASES, ETC., TREATED

	Boys	Girls	Total
Mumps	24	7	31
Whoopingcough	3	1	4
Chicken Pox	4	2	6
Itch		1	1
Trachoma	1		1
Operations for Tonsils and Adenoids	19	10	29
Enucleations, Removal of Eyes	4	2	6
Circumcisions	1		1
Removal of Ingrown Nails	1		1
Rheumatism	1		1
Scrofula	1		1
Tonsilitis	4		4
Minor Infections	6	2	8
La Gripple	2	2	4
Intestinal Disturbances	1	1	2
Epilepsy	1		1
Chorea	1		1
Total	74	28	102

PUPILS ENROLLED

Berkeley

Matthews, Edward.....Martinsburg

Braxton

Alloway, Virgil.....Copen
Atkinson, Elizabeth.....Orlando
Givens, Cecil.....Jennings
Griffin, James.....Orlando

Brooke

McGrew, George.....Wellsburg
Scheetz, Ralph.....Follansbee

Cabell

Curry, Ora.....Huntington
McKamey, Daisy.....Huntington
Roten, Kelton.....Huntington
Ward, Tennessee.....Huntington

Calhoun

Brannon, Seldon.....Orma
Hedge, Lora Belle.....Industry

Clay

Hayes, Walter.....Valley Fork
Jacobs, Eulah.....Queen Shoals

Fayette

McCutcheon, Charles L.....Thayer
McCutcheon, Herbert.....Thayer
Roznowski, Frank.....Carlisle

Gilmer

Curtis, Roy.....Perkins
Matthews, Lota Lorena.....Cox's Mills

Grant

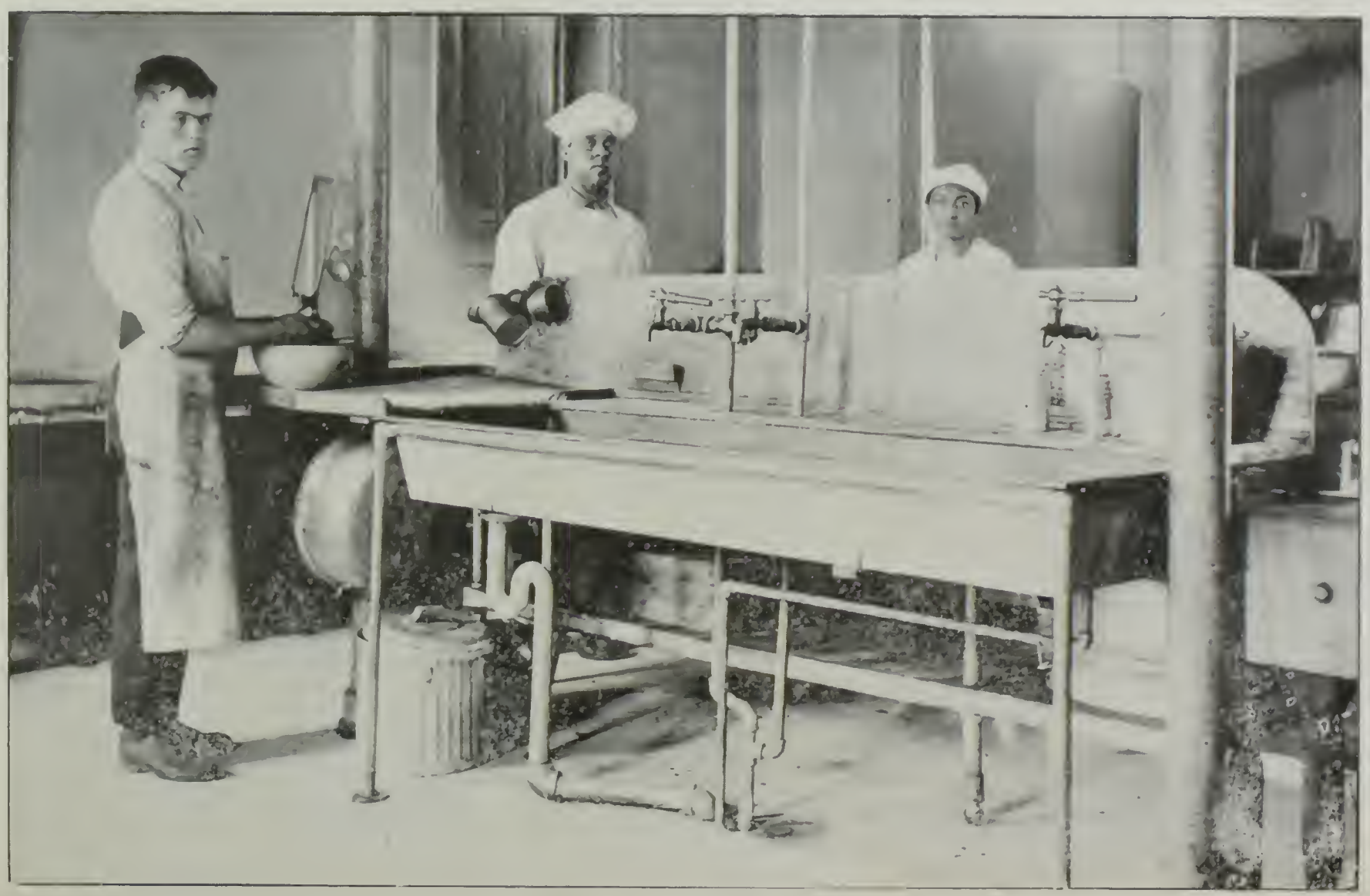
Hanlin, Henry.....Gormania

Hampshire

Brown, Charles.....Purgitsville
Brown, George Robert.....Purgitsville
Everett, Dona.....Shanks
Ganoe, Ethel.....Three Churches
Ganoe, May.....Three Churches

Hanock

Dillon, William Griffeth.....Congo



Kitchen

Harrison

Masso, Tony.....Manayka
Williams, Delbert.....Clarksburg

Kanawha

Adkins, Clyde.....Dry Branch
Bowles, Tracy.....Charleston
Camp, Westa.....Belle
Evans, John.....Charleston
Harper, Rosa.....Coalburg
Mease, Frank.....Shrewsbury
Wilcher, Wilber.....Hugheston

Logan

Cary, William.....Pitt Branch
White, Clayton.....Henlawson

Marion

Morgan, Leonidas.....Fairmont

Marshall

Walton, William.....Moundsville

Mason

Badgley, Grace.....Leon
Caldwell, Magdalene.....West Columbia
Jordan, Mary Margaret.....Gallipolis Ferry
Kieffer, Arthur E.....Leon
Kieffer, Raymond.....Leon
Kieffer, Zelma.....Leon
Taylor, Casby.....Glenwood

Mercer

Newman, Nellie.....Bluefield

Mineral

Brill, Roy.....Keyser

Mingo

Lisak, Helen.....Williamson

Monroe

Ripley, Emmitt.....Union

McDowell

Hatfield, Oliver.....English
Lockhart, Janie.....Panther

Nicholas

Rader, Byrne.....Persinger

Ohio

Yoho, Cora V.....Wheeling

Pendleton

Lambert, Elmer.....Upper Tract

Preston

Christopher, John H.....Pisgah
Davis, Paul E.....Independence

Putnam

Chancey, Mary.....Poca

Raleigh

DeWeese, Abraham.....East Gulf
Workman, John.....Clear Creek

Randolph

Craig, Herbert.....Elkins

Summers

Cales, Ray.....Brooks
Duffey, John J.....Ramp
Pettry, Frank.....Hinton

Taylor

Craigg, Katie.....Flemington
Lawson, Orpha.....Thornton

Upshur

Morrison, Troy.....Hall
Watson, Chloe.....Ingo
Watson, Eulah.....Ingo

Wayne

Copley, Logan.....Webb
Copley, Nellie.....Webb
Copley, Raymond.....Webb
Dillon, Clifford.....Webb
Dillon, Ida.....Webb
Dillon, Sarah.....Webb
Dillon, Stella.....Webb
Maynard, Milton F.....Dunlow
Meade, John W.....Dunlow
Williamson, Rosa Belle.....Webb

Wood

Crone, James.....Parkersburg